

BIG HISTORY LESSON - Week of _____

Teacher: _____ School/District: _____ Grade _____ Students

Theme: _____

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrival:	Arrival:	Arrival:	Arrival:	Arrival:
Time: -	Time: -	Time: -	Time: -	Time: -
Time: -	Time: -	Time: -	Time: -	Time: -
Time: -	Time: -	Time: -	Time: -	Time: -
Lunch: -	Lunch: -	Lunch: -	Lunch: -	Lunch: -
Time: -	Time: -	Time: -	Time: -	Time: -
Time: -	Time: -	Time: -	Time: -	Time: -
Time: -	Time: -	Time: -	Time: -	Time: -
Depart:	Depart:	Depart:	Depart:	Depart:

☐ Original ☐ Revised: _____ Date

Michigan Historical Museum

Big History Lesson Presenters 2008-2009

(What do I See/Bloomfield) Draw What You See, Imagine and Remember—Mondays

Draw with artist **Martha Bloomfield**. Sketching an object is one way to examine it closely, discover and understand its characteristics, and record what one learns. Students learn the differences between drawing from the imagination, drawing from memory, and drawing what they see. Please visit at least one gallery before taking this class. **45 minutes Meets Standards: ART. 1.VA.EL.1, ART.1.VA.EL.2, Art.II.VA.EL.1, ART.II.VA.EL.2, ART. II. VA.EL.3. ART.II.VA.EL. 4, ART.II.VA.EL.5, ART.III.VA.EL. 1, ART.III.VA.EL. 3, ART.III.VA.EL. 4,ART.IV.VA.EL.2, ART.IV.VA.EL.3, ART.V. VA.EL.4**

(First People/Anderson) Michigan's First People—Mondays

When did people arrive in Michigan? What were the environment and climate like at that time? Talk with archaeologist **Dr. Dean Anderson** about Paleo-Indians—Michigan's first inhabitants—and their way of life thousands of years ago. **45 minutes Meets Standards: 3-H3.0.1, 3-H3.0.2, 3-H3.0.4, 3-H3.0.5, 3-H3.0.10, 3-G4.0.2, 3-G4.0.4, 3-G5.0.2, 4-G5.0.1, 4-H3.0.1, 4-H3.0.2**

(First People/Arasim) Michigan's First People—Mondays, Tuesdays, Wednesdays, Thursdays

Find common threads of human experience in the exploration of Michigan's Native American heritage. Discover with educator **Jo Anne Arasim** the rich cultural history of our state's early inhabitants and learn the importance of Native American contributions to Michigan today. Try your hand at creating pottery vessels using coil and pinch pot methods and appreciate the skills required in duplicating these techniques. **90 minutes Meets Standards: 3-H3.0.1, 3-H3.0.2, 3-H3.0.10, 3-H4.0.2, 3-G4.0.2, 3-G4.0.4, 3-G5.0.2, 4-G5.0.1, 4-H3.0.1, 4-H3.0.2**

(Archaeology/Anderson) What do Archaeologists Do? —Mondays

Why do archaeologists dig? How do they know where to dig? What do they look for, and what do they find? **Dr. Dean Anderson** talks about what it's like to be an archaeologist in a classroom demonstration that features a mock-up archaeological excavation unit. **45 minutes Meets Standards: 3-H3.0.1, 3-H3.0.2, 3-G1.0.1, 4-G1.0.1, 4-H3.0.1, 4-H3.0.2**

(Archives/Staff) "Behind the Scenes Tour"—Archives of Michigan—Tuesdays (Mornings Only)

Go behind the scenes of the Archives of Michigan with archivists **Bob Garrett / Julie Meyerle** and find out what archivists DO! Students will view some of the State of Michigan's most important historical documents, photographs and then take of tour of one of the archival vaults where they will learn first hand about primary sources! **60 minutes Meets Standards: 3-H3.0.1, 3-H3.0.2, 3-C2.0.1, 3-C3.0.1, 3-C3.0.3,4-C3.0.1, 4-C3.0.2, 4-C3.0.3, 3-C3.0.5, 4-H3.0.1, 4-H3.0.2**

(British/Perkins) The British Are Coming! --Tuesdays, Wednesdays, Thursdays

When most people think of the American Revolution they think of places like Boston and Philadelphia, but the Great Lakes region also played an important role in the war. Learn about what life was like for those living and working on the Great Lakes frontier in the 1770s and 1780s from historian **Eric Perkins**. This program uses a variety of images, reproductions and drills. **90 minutes Meets Standards: 3-H3.0.1, 3-H3.0.2, 3-H3.0.6, 3H-3.0.7, 3-H3.0.8, 3-H3.0.10, 4-H3.0.5, 3-G4.0.2, 4-C1.0.2, 4-H3.0.1, 4-H3.0.2**

(War1812/Perkins) Remember the Raisin and the War of 1812 –Tuesdays, Wednesdays, Thursdays

The War of 1812 is sometimes called the true conclusion to the Revolution, when we truly gained our independence from Great Britain. Find out from historian **Eric Perkins** what critical part Michigan played in this struggle and learn what life was like for the Native Americans, soldiers and sailors who fought the war. Only four years till the Bi-centennial. This program uses a variety of images, reproductions and drill. **90 minutes Meets Standards: 3-H3.0.1, 3-H3.0.2, 3-H3.0.8, 3-H3.0.10, 4-C1.0.2, 4-H3.0.1, 4-H3.0.2**

(Soldier/Perkins) A Soldier's Life in Michigan—Tuesdays, Wednesdays, Thursdays

Ever wonder what it was like to be a soldier in Michigan? From the American Revolution to today, many soldiers have lived and worked in the state. Find out how soldiers' lives changed over time (their uniforms, gear, and food), and what things have stayed the same (service, discipline, and duty). Explore soldiers' lives in various periods by comparing and contrasting various reproduction objects with historian **Eric Perkins**. **90 minutes Meets Standards: 3-H3.0.1, 3-H3.0.2, 3-H3.0.8, 3-H3.0.10, 4-G1.0.1, 4-C1.0.2, 4-H3.0.1, 4-H3.0.2**

(Wolverines/Preston) Wolverines and Buckeyes—Monday, Tuesday, Thursday and Friday Mornings

Ever wonder how Michigan became a state? Participate in an activity to survey the new territory and "buy land." Learn about the "Toledo War" and examine primary resources from the time. Ride a plank road and experience how early transportation helped Michigan attain statehood. Examine the rights laid out in our first state Constitution. Let museum educator **Aaron Preston** be your guide as you traverse the "Great Black Swamp" to Michigan's statehood! **90 minutes Meets Standards: 3-H3.0.1, 3-H3.0.2, 3-H3.0.7, 3-H3.0.8, 3-H3.0.9, 3-H3.0.10, 4-G2.0.1, 3-G4.0.2, 3-C1.0.1, 4-C1.0.1, 4-C1.0.2, 3-C3.0.1, 3-C3.0.4, 3-C3.0.5, 4-C5.0.2, 4-H3.0.1, 4-H3.0.2**

(Tall Pines/Arasim) Tall Pines and Shanty Boys—Mondays, Tuesdays, Wednesdays, Thursdays

Learn about the quality and quantity of Michigan's pine forests in the late nineteenth century from educator **Jo Anne Arasim**. Discover the lifestyle and work skills that made up the life of a lumberjack. Test your knowledge of lumberjack lingo and discover the importance of tree products in everyday life. Learn about Michigan trees as a renewable resource and the importance of the lumber industry to Michigan today. **90 minutes Meets Standards: 3-H3.0.1, 3-H3.0.2, 3-H3.0.8, 3-G1.0.1, 3-G4.0.1, 4-H3.0.1, 4-H3.0.2, 4-H3.0.3, 4-H3.0.5, 4-H3.0.8, 4-G2.0.1, 3-G4.0.2, 3-G5.0.1, 3-G5.0.2, 4-G5.0.1, 3-E1.0.1, 4-E1.0.1, 3-E1.0.4, 3-E1.0.3, 3-E1.0.5, 3-E2.0.1, 4-H3.0.1, 4-H3.0.2**

(Tall Pines/Preston) Tall Pines and Shanty Boys---Tuesday and Friday Mornings

Learn what life was like for Michigan's lumbermen from educator **Aaron Preston**. Learn how the lumber industry changed Michigan's history and helped its economy grow. Learn "loggers lingo" and think about products made from Michigan's forests. **60 minutes Meets Standards: 3-H3.0.1, 3-H3.0.2, 3-G1.0.1, 3-G4.0.1, 4-H3.0.5, 4-H3.0.8, 4-G2.0.1, 3-G4.0.2, 3-G5.0.1, 3-G5.0.2, 4-G5.0.1, 3-E1.0.1, 4-E1.0.1, 3-E1.0.4, 3-E1.0.3, 3-E1.0.5, 3-E2.0.1, 4-H3.0.1, 4-H3.0.2**

(Mining/Bridgens) (Mining/Preston) "Always in the Dark" Tuesdays and Thursdays

Dig into Michigan's mining heritage. Learn what it was like to work in northern Michigan's early copper and iron mines. See how Michigan's rich mineral deposits have affected the lives of its residents from early Native Americans to people in the industrial age. Learn about miners and mine owning families. **60 minutes** for just a gallery tour. **90 minutes** if "Cookie Mining" or "How much iron is in your Breakfast Cereal" are added. **Dave Bridgens** is available on either **Tuesdays or Thursdays**. **Aaron Preston** is available on **Monday, Tuesdays, Thursdays and Fridays**. **Meets Standards: 3-H3.0.1, 3-H3.0.2, 3-H3.0.8, 3-G1.0.1, 3-G4.0.1, 4-H3.0.5, 4-H3.0.8, 4-G2.0.1, 3-G4.0.2, 3-G5.0.1, 3-G5.0.2, 4-G5.0.1, 3-E1.0.1, 4-E1.0.1, 3-E1.0.4, 3-E1.0.3, 3-E1.0.5, 3-E2.0.1, 4-H3.0.1, 4-H3.0.2**

(Immigrants/Heider) "Vegetable Soup" the Stories of Michigan's Immigrant Populations—Mondays and Wednesdays

Learn about Michigan's diverse cultural heritage through immigrant stories based on oral history and primary documents. Join Museum Docents and Staff as they relate how their immigrant parents first came to America. Give your students an "Ellis Island" experience as they take on the identity of a real Michigan Immigrant. **60 minutes. Meets Standards: 3-H3.0.1, 3-H3.0.2, 3-H3.0.8, 4-H3.0.2, 4-H3.0.3, 4-G1.0.1, 3-G4.0.2, 4-G4.0.1, 4-G4.0.2, 4-H3.0.1, 4-H3.0.2**

(Genie/Bridgens) Genealogy: Finding Your Family History in the Outhouse—Tuesdays and Thursdays

Learn how to research, record and preserve your own family history for the past, the present and the future. Join docent liaison **Dave Bridgens** as he explores the history of one family's treasures, which he found in an old outhouse in his own back yard. **60 minutes Meets Standards: 3-H3.0.1, 4-H3.0.1, 3-H3.0.2, 4-H3.0.2, 4-H3.0.1, 4-H3.0.2**

(Genie/Library) Genealogy: "Become a Family History Detective"--- Tuesday, Wednesday and Friday Mornings

Join **Library of Michigan genealogists** as they take your students on a tour of one of the ten largest genealogy collections in the nation. Students will learn how to research their family tree and find their own birth announcement in the paper or read about events in Michigan history that occurred over a century ago. **60 to 90 minutes** if research time is included. **Meets Standards: 3-H3.0.1, 4-H3.0.1, 3-H3.0.2, 4-H3.0.2, 4-H3.0.1, 4-H3.0.2**

(Artifacts/Perkins) Telling History with Artifacts---Thursdays, Fridays

Based on your week's Big History Lesson theme, teachers will be able to pre-select any five artifacts from the museum's exhibit galleries and learn their stories from historian **Laurie Perkins**. Using these selections, students will learn the story of the individual artifacts, how and why that artifact was chosen for a particular exhibit gallery and how that artifact fits into your theme. Students will then turn this knowledge into a story, drawing or skit to create their own interpretations of Michigan's past. **90 minutes**. Can't decide on an artifact several tours have been

pre-planned for you. Ask about “HATS—It could be risky,” or “Great Lakes Transportation,” or “Pop Culture Through the Decades.” **Meets Standards: 3-H3.0.1, 3-H3.0.2, 3-H3.0.8, 3-P4.2.2, 4-P4.2.2, 4-H3.0.1, 4-H3.0.2**

(Black History/Booth) Three Centuries of African American History in Michigan

Follow museum docent **Jim Booth** as he takes your students on a spell binding tour of the Michigan Historical Museum while he discusses the role African Americans have played in Michigan’s history. From the early fur trade to the twenty-first century, Booth will highlight inventors, businessmen, statesmen and entertainers who were significant in creating Michigan’s rich past. Heavy on student participation. **90 to 120 minutes** if both galleries of the museum are used. **Meets Standards: 3-H3.0.1, 3-H3.0.2, 3-H3.0.8, 4-H3.0.7, 4-H3.0.9, 3-G4.0.2, 4-G4.0.1, 3-C1.0.1, 4-C2.0.2, 3-C5.0.1, 4-C3.0.5, 4-C5.0.3, 4-H3.0.1, 4-H3.0.2**

(Flags/Perkins) Abel Peck’s Flag—Wednesdays, Thursdays

One of the most popular tours of the Big History Lesson Program, students will take a behind the scenes tour of the State’s Civil War Battle Flag collection with historian **Laurie Perkins**. Students will learn the history of the flags and see first hand how flags were used during the Civil War. In preparation for their visit, students should view the video “Oh, If They Could But Speak.” During the film, the students will be introduced to Able Peck, flag barrier for the 24th Michigan Infantry. While at the Museum, students will then see the flag carried by Abel Peck in the greatest conflict in American History. A copy of the film is free to all Big History Lesson teachers. **90 minutes Meets Standards: 3-H3.0.1, 3-H3.0.2, 3-H3.0.8, 3-G1.0.1, 4-G2.0.1, 4-G1.0.2, 4-G2.0.2, 4-C1.0.2, 4-C5.0.4, 4-H3.0.1, 4-H3.0.2**

(Knapsack/Perkins) Abel Peck’s Knapsack—Tuesdays, Wednesdays, Thursdays

What’s in Abel Peck’s knapsack? Learn about the lives of Civil War soldiers through an exploration of the contents of one soldier’s pack. Find out what it was like to wear scratchy clothes, eat out of a tin can and to sleep on the ground. Learn why Michigan’s Civil War soldiers didn’t like Army food and only hoped for a package, or letter from home. Costumed interpretation by historian **Eric Perkins**. **90 minutes Meets Standards: 3-H3.0.1, 3-H3.0.2, 3-H3.0.8, 4-C1.0.2, 4-H3.0.1, 4-H3.0.2**

(School Room/Wheeler) (School Room/Koval) Learn the Three “Rs” in a One-Room School House—Thursdays, Fridays

Take a step back in time for the simulation of attending class in a 1880s one-room school. Sit up straight, recite lessons, and practice writing on a slate board. Discover what was the same and what was different in a one-room school. **60 minutes**. Museum docents and costumed interpreters **Barbara Koval or Barbara Wheeler (Thursday or Friday)** portray the role of the school ma’am. **Meets Standards: 3-H3.0.1, 3-H3.0.2, 4-H3.0.1, 4-H3.0.2**

(Beacons/Peters) Beacons and Bravery---Tuesdays, Wednesdays, Fridays

Join historian **Scott Peters** in a brief look at Michigan’s lighthouses and life-saving stations, both important parts of the maritime heritage landscape. The first part of the session will focus on lighthouses, beacon technology, and the lives of the keepers. The second part of the session will examine the Life-Saving Service predecessor to the US Coast Guard. Students will view a video of a Life-Saving crew in action and then try and rescue a stranded “Ken” doll from the perils of a Great Lakes storm and shipwreck. **60 minutes Meets Standards: 3-H3.0.1, 3-H3.0.2, 3-H3.0.8, 3-G1.0.2, 4-H3.0.4, 4-H3.0.8, 4-H3.0.1, 4-H3.0.2**

(Voyageur/Scott) French Voyageur—Friday Mornings

Talk with a French Voyageur and his daughter, museum docents and costumed interpreters **Leland and Sarah Scott**, as students examine reproduction artifacts and find out what life was like for a fur-trapper in Michigan in the seventeenth century. **60 minutes Meets**

Standards: 3-H3.0.1, 3-H3.0.2, 3-H3.0.6, 3-H3.0.8, 4-H3.0.5, 3-G4.0.2, 3-G5.0.1, 3-G5.0.2, 4-H3.0.1, 4-H3.0.2

(Full Economics/Scott) From Furs to Frying Pans---Friday Mornings

Travel through time with French Voyageur, museum docent and costumed interpreter Leland Scott, as he explores the concept of trade from the seventeenth through the twenty-first century. The tour will look at the many ways Michigan's residents have used goods and/or money to live under various economic conditions in our state's history. 90 minutes **Meets Standards:**

3-H3.0.1, 3-H3.0.2, 3-H3.0.6, 3-H3.0.8, 3-G4.0.1, 4-H3.0.5, 4-H3.0.9, 4-G2.0.1, 3-G4.0.3, 3-E1.0.1, 4-E1.0.1, 4-E1.0.6, 3-E1.0.3, 3-E1.0.5, 3-E2.0.1, 4-E1.0.7, 4-H3.0.1, 4-H3.0.2

(Trading Goods/Scott) For a Handful of Beads---Friday Mornings

For this tour your students will be asked to bring in something they have made or purchased to trade with French Voyageur, museum docent and costumed interpreter **Leland Scott**. Voyageur Scott will then barter with your students using items he has made or purchased from the seventeenth century just as the French and Native Americans would have done! All goods will be returned at the end of this program. **60 minutes Meets Standards:**

3-H3.0.1, 3-H3.0.2, 3-H3.0.6, 3-H3.0.8, 4-H3.0.5, 4-G2.0.1, 3-G5.0.2, 4-H3.0.1, 4-H3.0.2

(Sit Down/Preston) "Sit Down"—Monday, Tuesday, Thursday and Friday Afternoons

Join museum educator **Aaron Preston** as he relates the history of Michigan's early automobile manufactures. Learn how Henry Ford and R. E. Olds perfected the assembly line and how Michigan's early twentieth century workers reacted to it. Program takes place in the "Union Hall" on the museum's third floor and will include an opportunity for your students to work on their own "assembly line" with Preston as the foreman! Time to speed up that line! **60 minutes** for a gallery tour and **90 minutes** if the "assembly line" is included. **Meets Standards:**

3-H3.0.1, 3-H3.0.2, 3-H3.0.8, 3-G4.0.1, 4-H3.0.6, 4-H3.0.9, 3-C1.0.1, 3-E1.0.1, 4-C5.0.4, 4-E1.0.5, 3-E1.0.3, 3-E2.0.1, 4-H3.0.1, 4-H3.0.2

(Exhibits/Staff) "Behind the Scenes" at the Michigan Historical Museum—Mornings

Join **museum exhibit unit staff** as they take you on a "behind the scenes" tour of how exhibits are fabricated for the museum's temporary exhibit space. Students will learn about the careers of our staff artist and graphics designers while touring their workspaces. **60 to 90 minutes** depending on the current project. **Meets Standards:**

3-H3.0.1, 3-H3.0.2, 4-H3.0.1, 4-H3.0.2, ART. 1.VA.EL.1, ART.1.VA.EL.2, Art.II.VA.EL.1, ART.II.VA.EL.2, ART. II. VA.EL.3, ART.II.VA.EL. 4, ART.II.VA.EL.5, ART.III.VA.EL. 1, ART.III.VA.EL. 3, ART.III.VA.EL. 4, ART.IV.VA.EL.2, ART.IV.VA.EL.3, ART.V. VA.EL.4

(Women/Docents) “Rights, Rivets, and Roasters”

Join museum docents and costumed interpreters **Barbara Wheeler**, “Suffragette,” **Donna McGuire**, “Rosie the Riveter,” and **Helen McLaughlin**, “50s Housewife” as they examine the roles of women in Michigan during the middle of the twentieth century. As costumed interpreters, they will answer questions related to their individual roles and the historical context they find themselves within the museum’s galleries. These very dynamic women would be available as individuals or in small groups. **60 to 120 minutes** based on the number of presenters requested. **Meets Standards: 3-H3.0.1, 3-H3.0.2, 3-H3.0.8, 3-G4.0.1, 4-H3.0.9, 4-C3.0.7, 3-E1.0.1, 4-H3.0.1, 4-H3.0.2**

(Home/Koval) “Life on the Home Front During World War II”—Thursday and Friday Mornings

“Use it UP, Wear it out’, Make it do, Or do Without” Life changes for everyone during World War II. Men go off to war. Women go into factories. Children help with the war effort by collecting milkweed pods and scrap iron. Families and communities cope with rationing and shortages such as gas, tires, and sugar. Join museum docent and costumed interpreter **Barbara Koval** as she explores the effects of World War II on Michigan’s home front. **60 minutes** time to explore the gallery included. **Meets Standards: 3-H3.0.1, 3-H3.0.2, 3-H3.0.8, 3-G4.0.1, 4-H3.0.9, 4-C3.0.7, 3-E1.0.1, 4-H3.0.1, 4-H3.0.2**

(Great Lakes/Perkins) Great Times! Great Lakes! ---Mornings

Michigan is the one of the few states in the United States almost completely surrounded by water. Travel through the galleries of the Michigan Historical Museum and explore the wonders of Michigan’s water heritage. Students will learn about the physical features of the Great Lakes, our maritime history, the gales of November, lighthouses, the fishing industry and the Mackinac Bridge! They will make a lighthouse and learn to tie knots as part of this program. **60 minutes** if one theme is selected, **90 to 120 minutes** if craft is included. **Meets Standards: 3-H3.0.1, 3-H3.0.2, 3-G1.0.1, 3-G1.0.2, 3-G2.0.2, 4-H3.0.8, 4-H3.0.9, 4-G1.0.1, 4-G2.0.1, 4-G2.0.2, 3-G5.0.1, 3-E1.0.3, 4-H3.0.1, 4-H3.0.2**

(Depression/Booth) “Getting by and Getting On during the Great Depression”

Life during the mid twentieth century was difficult at best! Follow docent **Jim Booth** through the 1920s, 30s and 40s gallery as he discusses the plight of Michigan residents through economic down turns, auto strikes, food shortages and the gathering clouds of World War II. Students will view the short film on the Flint, Michigan sit down strikes and learn how the Civilian Conservation Corp put thousands of young men to work planting trees and containing forest fires. **60 to 90 minutes** if a hands-on activity is include. **Meets Standards: 3-H3.0.1, 3-H3.0.2, 3-H3.0.8, 4-H3.0.6, 4-H3.0.9, 4-C3.0.7, 3-E1.0.1, 4-H3.0.1, 4-H3.0.2**

(CCCs/Perkins) “The Three Cs”---Mornings

Learn about Michigan’s Civilian Conservation Corp during the 1930s. Using images from the Museum’s large collection of CCC artifacts follow a young recruit through the process of joining the Corp. These young men planted thousands and thousands of seedlings, contained forest fires, and built dams, roads and bridges. Remains of their work can be seen all over Michigan and in many of our State’s parks, today! **Laurie or Eric Perkins. 60 minutes Meets Standards: 3-H3.0.1, 3-H3.0.2, 3-H3.0.8, 4-H3.0.8, 4-H3.0.9, 3-G5.0.1, 3-G5.0.2, 4-C3.0.7, 4-H3.0.1, 4-H3.0.2**